

JUVENILE JUSTICE
AND
CHILD WELFARE INTEGRATION



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Problem Statement

National research links child abuse and neglect to juvenile delinquency through an increase in risk of arrest by 55% for a child who is “known” to child welfare. For violent crimes, the increase is 96% (Center for JJ Reform, pg. 3). Historically, the South Carolina Department of Juvenile Justice (SCDJJ) and the South Carolina Department of Social Services (SCDSS) have taken different approaches to best practices and agency goals, even though the two recurrently serve the same population. Children and families involved with both agencies repeatedly fail to receive effective and appropriate services and treatment. The agency goals for SCDJJ and SCDSS both include terminology related to safety, health, and protection. Both agencies’ legal issues are handled through family court, yet there is no congruency between court hearings, judges, attorneys or even family plans. The result is that the children and families are not treated as a unit with a set of issues and problems to be solved concurrently with the best interest of the child and family considered.

National trends are toward one court, one judge, one attorney representing the juvenile and/or family so that family issues are addressed as opposed to DSS vs. DJJ. Additional relevant trends include multi agency integrated plans and assessments that focus on the overall well being of the family. Currently in South Carolina the inclination is for SCDJJ and SCDSS to develop Plans for Services and conduct assessments independently of each other even if the child is being served by both agencies.

The Center for Juvenile Justice Reform at Georgetown University through the Breakthrough Series Collaborative and Casey Family Programs has developed a multi-systems approach to juvenile justice and child welfare integration. South Carolina Department of Juvenile Justice and South Carolina Department of Social Services submitted a collaborative application and in May, 2008 were notified of scholarship and selection to participate in the breakthrough series. Georgetown County was chosen as the pilot/target site for South Carolina. Six other states were chosen to participate as well: Washington, California, Florida, Maryland, Iowa, and Colorado. A South Carolina team was formed of both SCDJJ and SCDSS employees from state and local levels (Appendix A). The goal for the team members is to initiate strategies and tests of change that target improving overlapping factors that add to poor outcomes for children and families known to both systems. These national strategies align directly with the mission statements of both South Carolina agencies.

It is the Mission of the Department of Juvenile Justice to protect the public and reclaim juveniles through prevention, community service, education and rehabilitative services in the least restrictive environment.

The mission of the South Carolina Department of Social Services is to ensure the safety and health of children and adults who cannot protect themselves, and to assist those in need of food assistance and temporary financial assistance while transitioning into employment.

Data Collection/Analysis

Data collection began at the Certificate Program for Teams held July 18, 2008 – July 23, 2008 at Georgetown University, Washington, DC. Three assessment instruments were utilized to begin to understand at what level the teams were currently collaborating.

Terms useful to understanding the data and the breakthrough series can be found in Appendix B.

Individual Self Assessment was measured through Collaborative Leadership, Self-Assessment Questionnaires by Turning Point National Program Office, University of Washington, School of Public Health and Community Medicine. Each certificate team member was asked to complete the self assessment which covered areas such as assessing the environment, creating clarity, building trust, sharing power and influence, developing people, and self reflection.

The Core Team Self Assessment was designed to help the team determine the systems and processes currently in place that relate to both juvenile justice and child welfare. The questions were to be answered in regards to performance at the target site (Georgetown County) and not as the state agencies perform. Components consisted of interagency accountability, engagement of family and youth, integrated systems of information sharing, shared approach to assessment and case plan development, shared decision making and effective use of blended resources.

The Senior Leader Team Self Assessment was completed only by the three member panel which consisted of a juvenile justice state representative, child welfare state representative and a court representative. The questions for this assessment were exactly the same as the Core Team, but answered from the prospective of the state level vs. the community level.

The analysis of the Core Team and Senior Team Assessment are shown on the spider graphs (Appendix C). The summary graphs depict a close correlation between teams in regards to responses. Some notable differences occurred in the following areas:

*The Core team responded that interagency planning and communication was ongoing; however, the Senior team reported not being aware of the local/community planning and staffing teams.

*The Core team felt strongly that children and families were informed of their rights and participated in assessment and case management decisions. Again, the Senior team was not aware of these community efforts.

*The Core team was unaware of access to statewide data that included statistics on disproportionate representation. Contrarily, the Senior team reported an existence of sound clinical and strength based practices that the Core team did not feel existed. The explanation was that community staff was dependent upon whatever services existed and did not necessarily have options to choose.

Overall the analysis through the graphs indicates the teams (state/court level personnel and community personnel) have a comparatively equal understanding of how the agencies currently collaborate. The unfortunate finding is that of the components and subcomponents analyzed regarding integration, the findings overwhelmingly reflected that amalgamation did “not exist in either system”. The good news is that this gives the team lots of opportunity for growth and improvement.

In an extended effort to assess the relationship between SCDJJ and SCDSS a statewide initiative has begun for team building. Select teams from throughout the state were invited to participate in a forum sponsored by Clemson University at the Youth Learning Institute. Teams consisting of both SCDJJ and SCDSS employees spent several days at a teambuilding retreat. The most significant results were honest and straightforward concerns about the differences in agency policies and procedures. More

specifically, the distress over the misunderstanding of those policies, procedures and legislative mandates can cause. Appendix D is a summary of the feedback notes including the “good, bad, ugly and barriers” of the current collaboration or lack thereof on a county level. Positive areas identified as working well were pre-court staffings in some communities and interagency meetings. The team members were equally forthcoming with the longstanding complaints such as: lack of information sharing, disagreements over responsibilities and duties and placement battles. All of these concerns are forged from the community level, but further discussion was held in regards to what could be done on a state level to alleviate some constraints. Privacy and confidentiality statutes can prohibit the free flow of information sharing. Cross training between workers could be established to create a better understanding of agency functions and mandates.

The most significant portion of the data collection will come from measures directly related to youth and families. The BSC has developed a systematic approach to data collection whereby each team will be focusing on the same measures. To help track, measure and evaluate the data, the BSC has established an extranet site that can be accessed by all team members (Appendix E). The extranet has proven to be remarkable in national communication with this breakthrough series. The teams are able to showcase their work including data collected and results of any change components. Additionally, the site contains announcements from Georgetown University in regards to the breakthrough series collaborative and upcoming events. Team information, contacts and lists, shared documents and discussion boards are also part of the extranet. Each team is required to provide baseline data for the target area. The purpose of the baseline data is

to determine if changes occurred as a result of the integration practices and if so, were the changes positive.

Baseline Measures Plan includes the following:

1. Number of youth in the general population between ages 10-18 in the target areas overall and by gender, race/ethnicity, and age.
2. Number of youth in the child welfare system aged 10-18 at key decision points beginning at referral and ending with type of out of home placement in target area.
3. Number of youth in the juvenile justice system at key decision points beginning at referral/arrest and ending with type of disposition (i.e. home on probation, residential care, group care, correctional institution).
4. Number of crossover youth (as defined by the target population) in the juvenile justice system at key decision points beginning at referral/arrest and ending with type of disposition (i.e. home on probation, residential care, group care, correctional institution).

The census data has been proved easily enough to ascertain via 2008 Kids Count (Annie E. Casey Foundation). The individual data for each agency has moreover been fairly simply mined; however, the true burden has been on identifying the target population. As a part of these collaborative efforts the two agencies through the independent information technology departments have agreed to create a data base for information sharing. The information will then be reported on the Overall Measures Template (Appendix F).

A delay in creating the template occurred during Learning Session 1 (November 17-19, 2008) at Georgetown University when the teams reported that the data did not currently exist in the systems. It appeared that the agencies were interdependently collecting data but that no mechanisms for combining or sharing information have been created. This initial flaw in the measurement plan has created the opportunity for agencies to implement better means of tracking cross over youth and services provided. Further, more measures toward disproportionality contact can be generated.

Overall Measures Template introduced 12/16/08 shows some of the combined efforts for data collection improvement and is the finalized instrument to be utilized by all teams. To date the teams have identified the target population, established baseline measures and have begun to collect cross over data on the Overall Measures Template. This process is currently being finalized and it is anticipated that the numbers will reflect that on average there are approximately 4 families per month in Georgetown County that would fit the definition of cross over youth. These families will then become the main focus of the proposed change packages.

Once monthly measures are generated and recorded data will be combined on a Data Collection Worksheet (Appendix G). This instrument will be used to summarize the data and will give a snapshot between the baseline data and monthly measures. Measures will be divided into:

1. Outcomes

- A. Measure of child well being

- B. Measure of enhanced interagency collaboration

2. Process

- A. Measure of workers understanding of ability to do cross system
assessment and case planning work
- B. Measure of cross system data collection and funding
- C. Measure of engagement of families in case planning and decision
making process

Implementation Plan

With the ultimate goal being to improve the lives of children and families known to both systems, the implementation plan must be unremitting. The philosophy of the BSC is rooted in foundational principals and a willingness to effect change quickly and rapidly. For any two agencies to agree to effect change there must be some common ground. Ideally this would include all child/family serving agencies. The BSC has brought SCDJJ and SCDSS together based on certain shared values and principals (JJ and CW Integration). These include:

- *the belief that children should grow up in a safe and nurturing home
- *child serving agencies must be able to meet unique needs of children
- *integration and collaboration between child serving agencies is best practice
(including information and resource sharing)
- *children and families should be involved in planning and evaluation of services
- *children and families deserve to be treated with honor and respect
- *prevention and intervention should be priority
- *all children deserve access to services and equal protections
- *knowledge, skills and abilities of staff working with children and families is vital
- *outcomes should be measured and researched for best service development

These principals apply to 6 components of any change package. All the components can be related back to at least one of the fundamental principals.

1. Measurable Systems of Agency/Interagency, Court and Community Accountability
2. Active Engagement of Family and Youth in Planning and Decision Making
3. Integrated System of Information Compilation and Sharing
4. Shared Approach to Prevention, Identification, Assessment and Case Plan Development Within and Across Systems
5. Shared Case Management, Decision Making and Community Service Utilization
6. Effective Use of Blended Resources

At this juncture of the BSC the Georgetown team has assessed individual leadership skills, core team collaboration, senior leader collaboration, collected baseline data and begun to implement several small, rapid tests of change by means of the PDSA methodology. The first step in a PDSA is to plan (P) individual test by asking questions such as what are we going to do, who is going to do it and what do you expect will happen. During the “do” (D) state you determine when it was complete. The study (S) phase asked, did what you expect to happen actually happen. Finally, during act/adjust (A) you asked what learning will you apply to your next test cycle.

Georgetown is currently testing the following PDSAs.

1. Pre Court staffings: DJJ and DSS will jointly staff the family court docket to 1) identify any cross over youth and 2) once identified make a joint recommendation to the court regarding disposition.

2. Joint home visits/study: For cross over youth, a DJJ case manager and a DSS case manager will conduct combined home visit in lieu of two separate visits with the family.

Plan: To combine assessment instruments currently utilized during home visits into one tool for the purpose of the home visit. This should provide family with a more unified understanding of services.

Modification: The new created joint assessment tool needs to include an education component and checklist.

3. Detentions: If a juvenile is detained by law enforcement, a DJJ agent will contact DSS to determine if it is a cross over youth. If so, a joint staffing will be held to determine appropriate recommendation for the Court at the detention hearing.

Plan: To identify any alternatives to incarceration

As part of the BSC the PDSAs will continue to be implemented. Two additional learning sessions are planned for the 7 teams: South Carolina in March, 2009 and Seattle, Washington in September, 2009. Additionally, all team members are required to participate in a monthly collaborative call and continue to collect data. The extranet is utilized to track and monitor each team's progress as well as post agendas and reminders.

The nature of the PDSA determines who will be included whether it be community staff, state personnel or perhaps court representatives. An important key to change and improvement is the commitment by the SCDJJ Director, Judge William Byars, and SCDSS Director, Dr. Kathleen Hayes, to support and implement when appropriate the findings of the team. Furthermore, the Solicitor's office through the Juvenile Assistant Solicitor in Georgetown County, Nadia Black, has committed to working with the team in such areas as joint staffings and Court recommendations. The school district has identified personnel to assist with the efforts and participate in the learning sessions. The team will continue to grow per the Team Composition in Appendix A. Future steps will bring on board community partners to include mental health, faith based, legislative leaders, and alcohol and drug commission.

Perhaps the most innovative and effectual team members are the youth member and the parent member. All too often we assemble committees to make decisions that directly affect the children and families we serve. Rarely do we include a representative from the very populations we are attempting to intervene. The youth member and parent member of our team have traveled to Washington, DC for the first learning session and will be invited to participate in both subsequent learning sessions. Additionally they are monthly participants in the collaborative calls and the work group sessions that follow. Their voices tend to keep the Core team focused on what is most important, i.e. implementing change that truly makes a positive difference in families while including the families in the decision making process.

Evaluation Method

The Center for Juvenile Justice Reform and Casey Family Programs has assembled an impressive group of colleagues to assess and evaluate the information gathered from the teams and the learning sessions. The collaborative faculty includes the Director for the Center for Juvenile Justice Reform, Georgetown University; the National Program Director for Portland State University; a Professor from the School of Criminal Justice and Criminalistics at California State University and the Senior Director for Casey Family Programs just to name a few. All data measures will be compared with the initial baseline data presented and reported monthly on the Data Collection Worksheet posted on the extranet.

A significant aspect to the BSC methodology is that evaluation is ongoing and not just at the end of the project. Through the PDSA cycles change comes rapidly. Ideas are generated freely, tested immediately, modified if necessary and implemented when

appropriate. Furthermore, change and test are constantly occurring at all levels and several are occurring simultaneously. For example, a PDSA may be occurring about a staffing taking place for a cross over youth going to Court in Georgetown County while policy issues are being discussed on the state level regarding detention reform. Ideas are to be “shared relentlessly” and spread quickly.

Summary and Recommendation:

The difficulties and collaboration efforts between SCDJJ and SCDSS are longstanding and well known. The major complexities include confidentiality and information sharing, data collection and measurement, independent/inconsistent and limited funding streams, workforce culture, legal and regulatory provisions, policies and procedures and failure to embrace dual-systems (JJ and CW Integration Learning Session One).

The BSC has gone to great lengths to provide a mechanism in which efforts toward collaboration and integration can be measured. More impressive are the efforts to measure family engagement in case planning and decision making. Obviously these are difficult to quantify and evaluate. With goals that include strengthening families, nurturing all youth in care and preventing the need for foster care, the efforts are inviolable.

The goal of most CPM projects is to increase cost savings or work efficiency in order for state government to better perform. These are lofty objectives. My project in contrast serves a different purpose. The degree to which DJJ and DSS in South Carolina collaborate may never create a cost savings that captures media attention, but it may very well serve to positively impact the life of one young person at risk in our state.

References

Center for Juvenile Justice Reform. Certificate Program/Breakthrough Series

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Juvenile Justice and Child Welfare Integration Extranet. (2009). Retrieved

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Juvenile Justice and Child Welfare Integration Learning Session One manual.

Siegel, Gene and Rachael Lord. (2004). When Systems Collide: Improving Court

Practices and Programs in Dual Jurisdiction Cases. Pittsburg, PA:

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South Carolina Department of Juvenile Justice. (2009). Retrieved January, 2009.

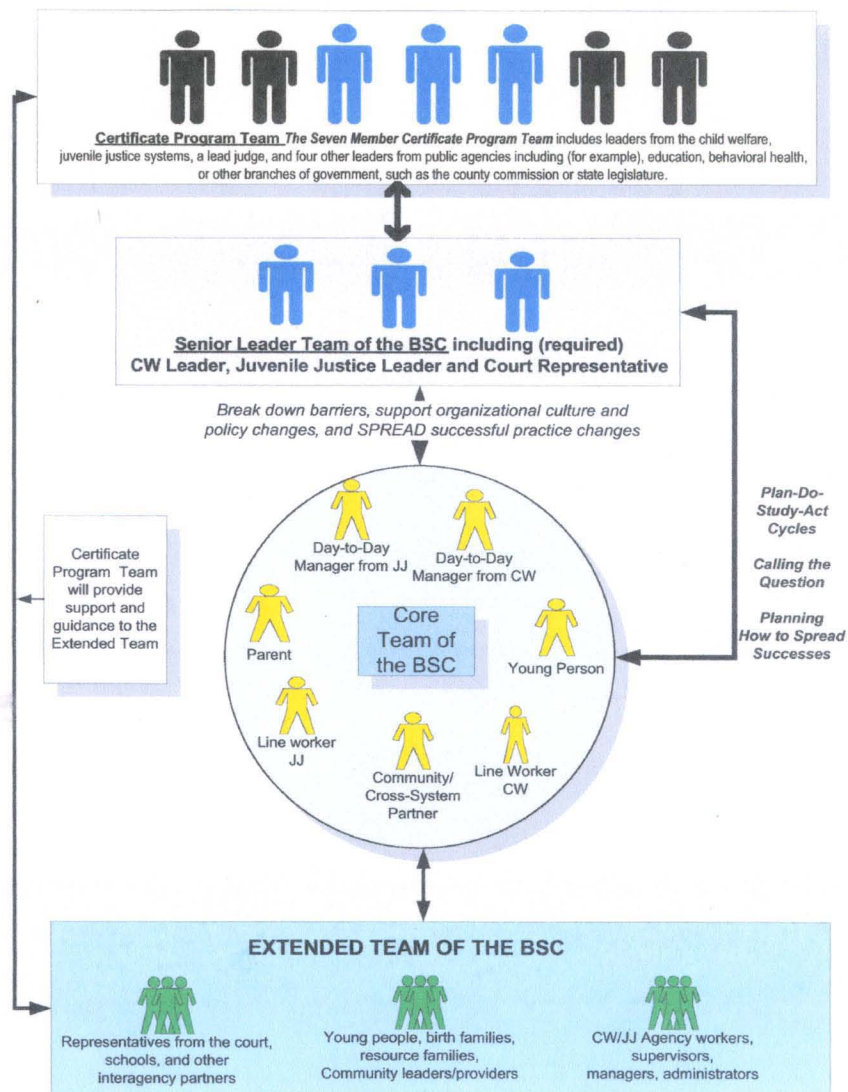
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South Carolina Department of Social Services (2009). Retrieved January, 2009

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The Annie E. Casey Foundation 2008 Kids Count Essay and Data Brief.

Team Composition for the Certificate Program and the BSC



Terms

“Known”

For a youth to be “known” to DSS indicates an open CPS (child protective services) case either in home or foster care. For a youth to be “known” to DJJ indicates that a referral (report or charge) has been received by the local office from either a school, parent or law enforcement.

Disproportionate/Disproportionate Minority Contact (DMC)

DMC exists when the percent of a group of children who are involved with child welfare or juvenile justice is different from the percent of children in this same group who live in a specific community, county, state or other area.

Cross over youth

Youth who move from child welfare to juvenile justice or vice versa.

JJMS

Juvenile Justice Management System = the DJJ computer program for tracking cases

CAPS

Child and Adult Protect Services = the DSS computer program for tracking cases

BSC

Breakthrough Series Collaborative = the Georgetown University certificate program involving juvenile justice and child welfare integration

Teams

Senior team includes leaders from juvenile justice, child welfare and court.

Core team includes community partner (ie school), line workers, youth and parent.

Extended team members include interagency partners, community leaders, and families.

Well-Being

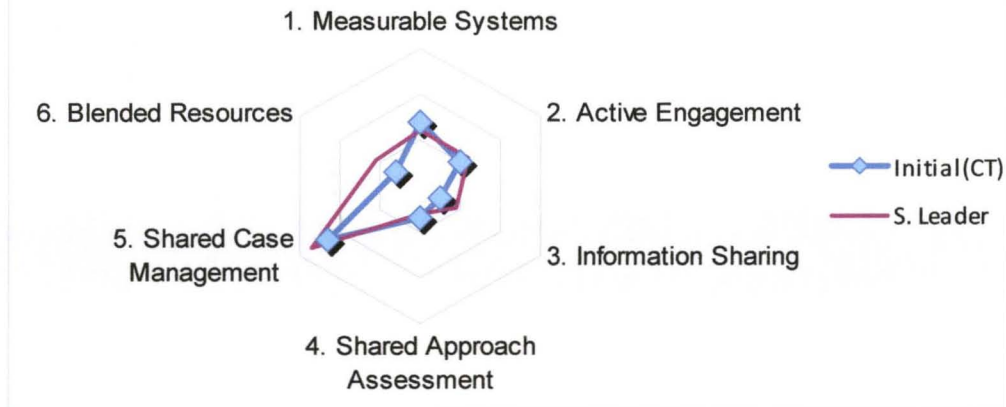
How well a child’s schooling, health, and mental health needs are being met.

PDSA

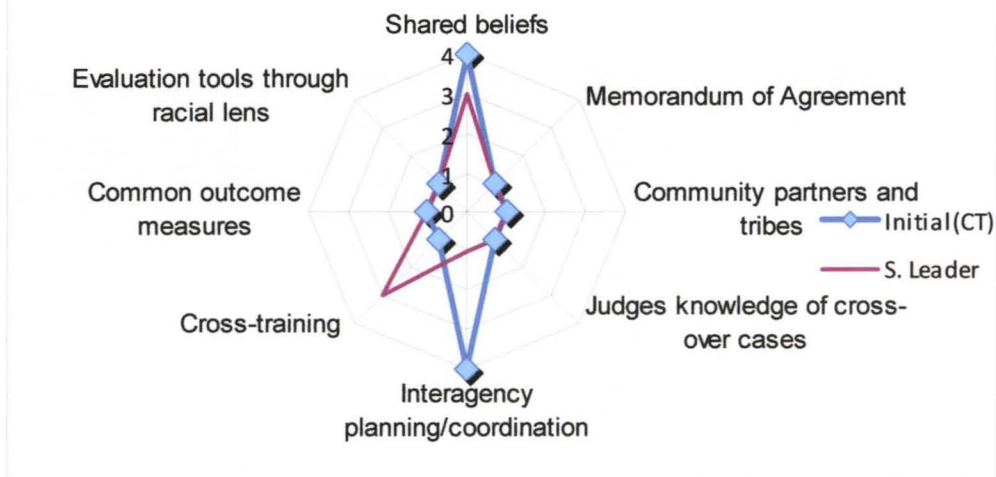
Plan – Do – Study – Act/Adjust

Cycles for rapid system change.

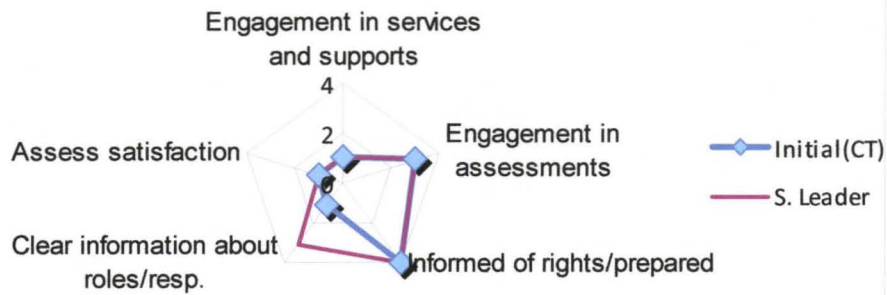
Core Team: Summary of Self-Assessment Components



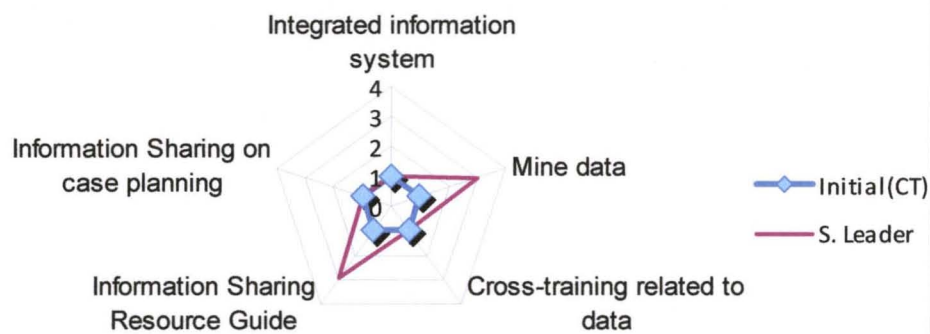
Measureable System of Agency/Interagency Accountability



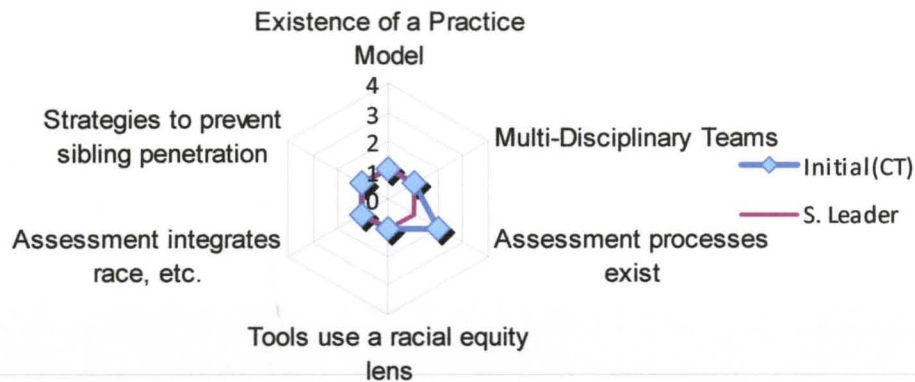
Active Engagement of Family & Youth in Planning and Decision-Making



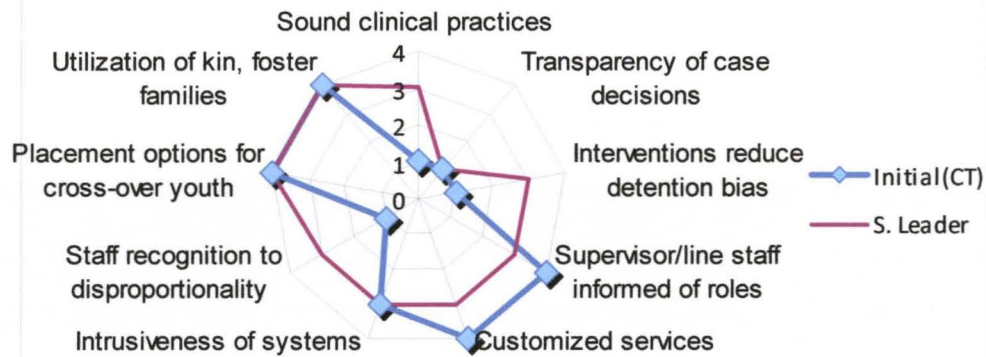
Integrated Systems of Information Compilation and Sharing



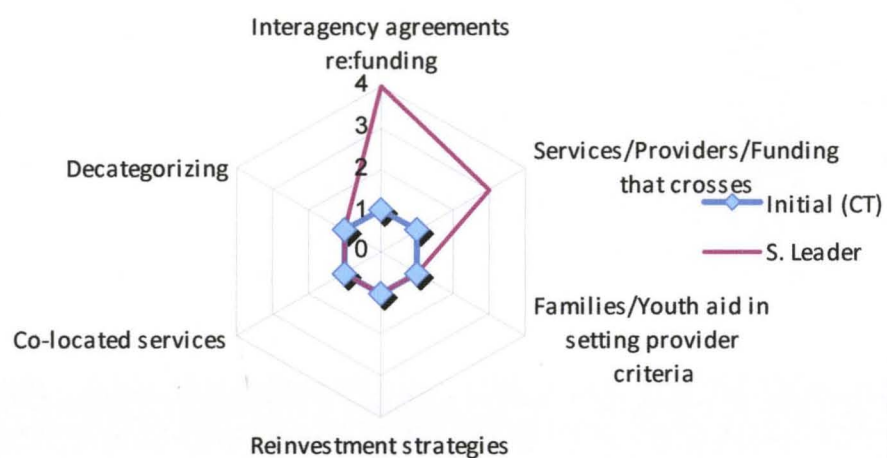
Shared Approach to Identification, Assessment, & Case Plan Development Within and Across Systems



Shared Case Management, Decision Making & Community Service Utilization



Effective Use of Blended Resources



DJJ/DSS HeartMath/Thinkshop Clemson Youth Learning Institute
September 29th – October 1st 2008

Feedback Session Notes

Good (what good would look like?):

- DJJ and DSS staff meets together on a regular basis – one team meets several times a year and has a breakfast. They bring in additional partners like solicitors, police chiefs, and other community leaders. The purpose is to broaden awareness around key issues that affect the community. Also meet whenever key policy changes occur.
- Another example is conduct an interagency meeting once a month
- Others recommended to meet weekly and discuss ISO cases
- Some are already meeting weekly for pre-court staffing
- Some recommended if you can't get together to meet then provide written assessments on cases to update those who are meeting (one county DSS has a time conflict)
- Interchange information through emails
- DSS attends DJJ court hearings and provides custody input as needed
- Develop relationships so that when there are known issues--these issues are communicated in order to prevent 5:00 p.m. EPC's that were previously unknown to DSS.
- DSS and DJJ leadership attends community boards and understands the community issues together
- Both DSS/DJJ have access to the same resources and understand similar solutions for placements
- DSS Intensive Foster Care and Clinical Services gets the docket early, works the case and staffs it before it becomes an emergency placement
- Community Specialist Training from DJJ staff for DSS staff and DSS protective custody training from DSS staff for DJJ staff
- Bi-annual DJJ/DSS forum for updates, policy changes, community issues
- County level cross-training specific to the local jurisdiction
- DSS court liaison may work best in larger county's
- DSS/DJJ have a common assessment tool and it is available on the computer via the internet
- Interstate compact system youth information is readily available to DJJ/DSS (info examples like known past home study's or home investigations)
- Common child information from all HHS agencies is available—it is complete and accurate—shared client knowledge—common database
- Local county DSS/DJJ teams identify the information they can share right now (ex: treatment history)
- Gray area cases—DJJ/DSS understands what they can do to improve home studies (DJJ can do some gray area home study's and DSS can do some gray area dome study's)
- DSS/DJJ are both comfortable in each others offices (workplace familiarity)
- True team effort (everyone feels welcomed)
- The TEAM at HeartMath 9-29-2008 decided to start spreading the good right now
- The TEAM needs feedback from agency leadership on what they expect in this process of developing better working relationships between DJJ/DSS
- Start identifying the gray area cases and discussing them early
- Invite DJJ to DSS family meetings

Bad (What does Bad look like?)

- Feel we can't share information together (concerns about kid labeling)
- Sometimes don't have the information to share
- Detain vs. DSS providing an appropriate custody (court disagreements detain vs. DSS custody)
- Who takes the youth during the placement battles in court
- Who owns custody
- 5:00 p.m. EPC's

- Probation violation and custody issues (who has custody?) for challenging clients that bust placements
- Intake for the gray area cases (whose child is this? Custody)

Ugly (we maybe trying to do some things but not very well)

- Don't meet to discuss cases very often and DSS doesn't get all the case info they need
- Meeting time conflict's—can't go to all meetings (time constraints)
- Try to give case info over the phone if there are meeting conflict's
- Families aren't given good information—challenges making the decision that is in the best interest of the child
- Difficult to get information on interstate compact youth

Issues/Barriers to get to Good

- Policy—family release information (privacy?) (recommend that agency general counsels discuss info sharing issue)
- Legal code issues (court may meet only once a month in small county's—can we get a young person to another court in the same jurisdiction?) (another county is doing this for detention hearings)
- Part-time court staff—solicitor and public defender makes it difficult to move cases along)
- Confusion about when you can release information to the family
- Trust: what are you doing with my information and why do you need it?
- Can we use JRI for some of the gray area placements?
- Understanding incorrigibles—whose custody are they?
- Placement barriers to taking DJJ youth (even if they are low risk)
- DSS Placement's won't take the DJJ involved youth—but where do we take them?
- Solicitor's don't understand DSS, but they usually understand DJJ
- Understanding scope of abuse/neglect—what does it clearly mean?
- We don't know each others standards
- Don't be so territorial (still seeing the client as DSS or DJJ)
- Staff shortages
- New staff (orientation challenges to both systems DSS/DJJ)

<https://extranet.casey.org/collab/jjcwibsc>



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Collaborative Documents

[Surveys](#)

[Learning Session Evaluation-Day 2](#)

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Overall Measures Template (12/16/08)

Key:

Enter
Data

Do Not Enter Data

Defintion of Target Area:							
Definition of Target Population:							
Day Used in Day Count (must be within the last 6 months):							
		Gender	Race/Ethnicity				
	Total Number	# Males	# Afr-Am	# Latino	# Asian-Am	# Caucasian	# of Native-Am
A. Overall Population							
<i>NOTE: Use census data for target area or relevant area if data for boundaries of target pouplation are not available)</i>							
1. Target Area							
B. Child Welfare System (Report in January and in July Only)							
<i>(NOTE: Day Count of <u>Cases</u> at Each Data Point in Target Area)</i>							
1. Referrals							
2. Type of Placement/Current Living Situation							
a. None							
b. Kinship/Relative							
c. Foster Care							
d. Congregate Care							
e. Other: _____							
3. Permanency goals							
a. Remain at home							
b. Reunification							
c. Adoption							
d. Guardianship							
e. Permanent Planned Living Arrangements							
C. Juvenile Justice System (Report in January and in July Only)							
<i>(NOTE: Day Count of <u>Cases</u> at Each Data Point in Target Area)</i>							

1. Referrals/Arrests/Complaints							
2. Pre-Adjudication Detention							
3. Diversion/Informal Adjustments							
4. Petition to Court							
5. Type of Disposition							
a. Dismissed							
b. Home on Probation							
c. Congregate Care							
d. Correctional Institution--County							
e. Correctional Alternative-County							
f. Correctional Institution--State							
g. Other							
D. Crossover Youth/Target Pop. (Report on a Monthly Basis)							
(NOTE: (1) Past Month (December 08) Count of Individual Youth; (2) reference most recent arrest for questions below; (3) use placement following disposition)							
1. How many youth in the target population meet the definition of your target population?							
2. How many of these youth (D1) were detained pre-adjudication?							
3. How many of these youth received diversion/informal adjustments?							
4. How many of these youth were petitioned to delinquency court?							
5. How many of these youth received the following dispositions?							
a. Dismissed							
b. Home on Probation							
c. Congregate Care							
d. Correctional Institution--County							
e. Correctional Alternative-County							
f. Correctional Institution--State							
6. How many of these youth are living in any of the following under child protective services?							
a. No Placement Under CPS (e.g., correctional setting)							
b. Home							
c. Kinship/Relative							
d. Foster Care							
e. Congregate Care							
f. Other:							

8. What is the most recent permanency goal for these youth?							
a. Remain at home							
b. Reunification							
c. Adoption							
d. Guardianship							
e. Alternative Permanent Planned Living Arrangements							
9. How many of these youth emancipated from the child protective services?							

DATA COLLECTION WORKSHEET

This worksheet was created to serve as a tool to aid in your data collection process. The worksheet is not required and should not be submitted to CJJR. The data that is being collected should only represent your target site. All of the Outcome & Process Measures are listed in the chart. However, the required measures are noted. Data is due to be posted on the extranet every 3rd Friday.

Please note the required measures must be tracked for all teams in the BSC

Outcome Related: Measure of Child Well-Being			
Type of Measure	Stated Measure	Baseline	Monthly measure (extranet posting)
I-A Required	#/% of cross-over youth of color, who are disproportionately represented in the child welfare/juvenile justice system at various decision points (i.e. intake, substantiation, placement, detention,)		
I-B	#/% of older youth leaving child welfare or juvenile justice who are connected to family, kin, or a support system		
I-C Required	#/% of institutional placements (i.e. residential care, group care, detention) of cross-over youth		
I-D	#/% of youth who are in their home at the point of crossing-over that remain safely in their homes		
I-E	#/% of cross-over youth who are reunified with their families		
I-F	# of cross-over youth who re-enter the juvenile justice system		
I-G	# of cross-over youth who re-enter the child welfare system		

Outcome Related: Measures of Enhanced Interagency Collaboration			
Type of Measure	Stated Measure	Baseline	Monthly Measure (extranet posting)
II-A Required	#/% of services identified within the joint assessment of cross-over youth that are actually provided		

Process Related: Measures of Workers Understanding and Ability to do Cross-System Assessment and Case Planning Work			
Type of Measure	Stated Measure	Baseline	Monthly Measure (extranet posting)
III-A Required	#/% of workers who report access to cross-agency client and case data		
III-B Required	#/% of workers who report knowing the identity of and how to contact their counterparts working with the same family		
III-C	#/% of child welfare workers who appear at detention hearing, advocate for the client, provide historical information and assist in finding alternative placements		
III-D Required	#/% of cross-over youth who are assessed using common assessment and case plan tools		
III-E	#/% of workers who report working collaboratively in joint case management		
III-F	#/% of child welfare and juvenile justice caseworkers that report satisfaction with interagency case plan development and service delivery		

Process Related: Measure of Cross-System Data Collection and Funding			
Type of Measure	Stated Measure	Baseline	Monthly Measure (extranet posting)
IV-A Required	#/% of cross-over youth identified by: race, gender, age		
IV-B Required	#/% of cases receiving joint funding		

Process Related: Measure of Engagement of Families in Case Planning and Decision-Making Process			
Type of Measure	Stated Measure	Baseline	Monthly Measure (extranet posting)
V-A Required	#/% of case plans developed that actively engage the family in planning for services		
V-B	#/% of families who actively evaluate the helpfulness of services		
V-C	#/% of families that are involved in the assessment and case plan development process		
V-D Required	#/% of youth and families that report satisfaction with services delivered		